

Bell Street Middle

600 Peachtree Street
Clinton, SC 29325

Grades 7-8 Middle School

Enrollment 583 Students

Principal David C. O'Shields 864-833-0807

Superintendent John S. Taylor, Interim Superintendent 864-833-0800

Board Chair Myron (Buddy) Hunt 864-833-5773

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	2	10	35	4

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 15 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Below Average	No
2004	Below Average	Below Average	No
2005	Average	Average	No
2006	Below Average	Below Average	No

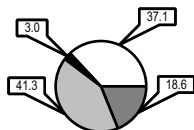
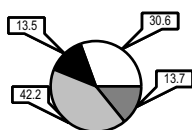
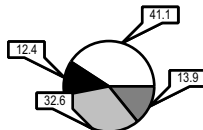
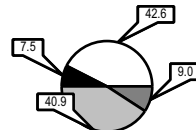
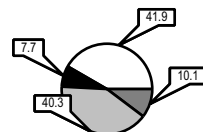
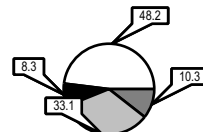
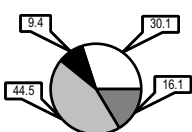
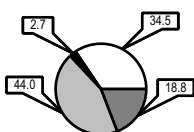
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0	97.5
English 1	N/A	93.0
Biology 1/Applied Biology 2	N/A	44.5
Physical Science	N/A	62.6
All Subjects	100.0	95.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	557	99.5	36.9	41.4	18.6	3.0	30.7	No	Yes
Gender									
Male	275	99.3	45.2	38.8	14.4	1.5	24.7	N/A	N/A
Female	282	99.6	28.7	44.0	22.8	4.5	36.6	N/A	N/A
Racial/Ethnic Group									
White	332	99.7	29.7	41.1	24.1	5.1	38.6	Yes	Yes
African American	214	99.1	48.5	40.7	10.8	0.0	18.6	No	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	478	99.8	28.8	46.4	21.6	3.3	35.3	N/A	N/A
Disabled	79	97.5	88.9	9.7	0.0	1.4	1.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	557	99.5	36.9	41.4	18.6	3.0	30.7	N/A	N/A
English Proficiency									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	550	99.5	36.8	41.2	18.9	3.1	30.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	357	99.4	48.1	39.3	11.1	1.5	19.4	No	Yes
Full-pay meals	199	99.5	16.8	45.3	32.1	5.8	51.1	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	557	99.5	30.3	42.4	13.7	13.6	36.3	Yes	Yes
Gender									
Male	275	99.3	33.1	39.5	12.9	14.4	34.2	N/A	N/A
Female	282	99.6	27.6	45.1	14.6	12.7	38.4	N/A	N/A
Racial/Ethnic Group									
White	332	99.7	23.7	40.2	15.8	20.3	46.5	Yes	Yes
African American	214	99.1	40.7	45.1	10.8	3.4	21.6	No	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	478	99.8	22.9	45.8	15.9	15.5	41.6	N/A	N/A
Disabled	79	97.5	77.8	20.8	0.0	1.4	2.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	557	99.5	30.3	42.4	13.7	13.6	36.3	N/A	N/A
English Proficiency									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	550	99.5	30.2	42.4	13.7	13.7	36.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	357	99.4	40.5	43.4	11.1	5.0	23.5	Yes	Yes
Full-pay meals	199	99.5	12.1	40.5	18.4	28.9	59.5	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	557	99.5	40.9	32.8	13.9	12.4	26.4
Gender							
Male	275	99.3	41.1	30.8	12.9	15.2	28.1
Female	282	99.6	40.7	34.7	14.9	9.7	24.6
Racial/Ethnic Group							
White	332	99.7	31.0	33.5	17.1	18.4	35.4
African American	214	99.1	56.9	30.9	8.8	3.4	12.3
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	478	99.8	34.2	36.2	15.5	14.2	29.6
Disabled	79	97.5	83.3	11.1	4.2	1.4	5.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	557	99.5	40.9	32.8	13.9	12.4	26.4
English Proficiency							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	550	99.5	40.8	32.6	13.9	12.6	26.5
Socio-Economic Status							
Subsidized meals	357	99.4	53.7	29.9	10.6	5.9	16.4
Full-pay meals	199	99.5	17.9	37.9	20.0	24.2	44.2

Social Studies							
All Students	557	99.5	42.4	41.1	9.0	7.5	16.6
Gender							
Male	275	99.3	46.4	34.2	10.3	9.1	19.4
Female	282	99.6	38.4	47.8	7.8	6.0	13.8
Racial/Ethnic Group							
White	332	99.7	37.0	38.6	12.3	12.0	24.4
African American	214	99.1	50.0	44.6	4.4	1.0	5.4
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	478	99.8	35.9	45.8	10.0	8.3	18.3
Disabled	79	97.5	83.3	11.1	2.8	2.8	5.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	557	99.5	42.4	41.1	9.0	7.5	16.6
English Proficiency							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	550	99.5	42.2	41.0	9.2	7.6	16.8
Socio-Economic Status							
Subsidized meals	357	99.4	53.7	39.3	3.8	3.2	7.0
Full-pay meals	199	99.5	22.1	44.2	18.4	15.3	33.7

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	273	100.0	37.3	40.7	16.7	5.3	22.1
	8	292	100.0	39.5	38.5	18.2	3.8	22.0
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	284	99.6	38.5	37.8	19.3	4.4	23.6
	8	273	99.3	35.2	45.3	18.0	1.6	19.5
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	273	100.0	28.9	39.9	16.0	15.2	31.2
	8	292	100.0	38.8	43.0	9.8	8.4	18.2
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	284	99.6	24.7	42.5	13.8	18.9	32.7
	8	273	99.3	36.3	42.2	13.7	7.8	21.5
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	273	100.0	39.2	36.5	12.9	11.4	24.3
	8	292	100.0	40.9	35.7	14.0	9.4	23.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	284	99.6	42.5	28.4	15.6	13.5	29.1
	8	273	99.3	39.1	37.5	12.1	11.3	23.4
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	273	100.0	42.2	36.9	11.8	9.1	20.9
	8	292	100.0	40.2	40.9	8.4	10.5	18.9
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	284	99.6	44.4	37.5	8.0	10.2	18.2
	8	273	99.3	40.2	44.9	10.2	4.7	14.8

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 583)				
Students enrolled in high school credit courses (grades 7 & 8)	14.9%	Up from 14.7%	14.1%	16.7%
Retention rate	5.7%	Down from 6.3%	2.5%	2.5%
Attendance rate	93.6%	Down from 94.4%	95.7%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 3.9%	0.3%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 3.9%	0.2%	1.0%
Eligible for gifted and talented	21.3%	Up from 16.1%	14.3%	15.6%
On academic plans	27.1%	N/AV	48.2%	39.9%
On academic probation	0.2%	N/AV	1.6%	0.7%
With disabilities other than speech	11.8%	Down from 13.7%	13.1%	12.4%
Older than usual for grade	5.0%	Down from 5.4%	5.4%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.9%	0.9%
Annual dropout rate	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n= 36)				
Teachers with advanced degrees	47.2%	No change	50.0%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	3.1%	N/A	9.2%	9.1%
Teachers with emergency or provisional certificates	3.7%	Down from 10.0%	5.4%	5.6%
Teachers returning from previous year	82.9%	Up from 80.5%	83.0%	84.6%
Teacher attendance rate	94.9%	Up from 94.7%	94.9%	94.8%
Average teacher salary	\$39,411	Up 6.1%	\$41,284	\$42,267
Prof. development days/teacher	13.8 days	Up from 8.9 days	12.5 days	11.9 days
School				
Principal's years at school	7.0	Up from 6.0	3.0	3.0
Student-teacher ratio in core subjects	20.2 to 1	Up from 19.5 to 1	20.2 to 1	21.1 to 1
Prime instructional time	87.2%	Down from 87.6%	89.0%	89.0%
Dollars spent per pupil*	\$6,302	Up 3.1%	\$6,076	\$6,243
Percent of expenditures for teacher salaries*	54.0%	Down from 55.9%	61.1%	59.8%
Percent of expenditures for instruction*	57.4%		65.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 97.5%	97.0%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Below Average	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	4.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	No

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Bell Street Middle School serves approximately 584 students in grades 7 and 8. Our students come to us from a sixth grade center, which draws from our four local elementary schools. The school population is very diverse as Bell Street serves a range of students, from those who require special services to those in the Gifted and Talented program. Our school participates in a universal breakfast program, which feeds our entire school population for free as approximately 70% of students qualify for free or reduced lunch. Our unique population makes Bell Street a great place for students to learn and grow.

Bell Street is one of eleven South Carolina schools currently participating in the Milken Teacher Advancement Program (TAP). This program is designed to provide teachers with the opportunity for applied, ongoing professional development based on both teacher and student needs. As part of this program, we participate in an annual program review conducted by the Milken Family Foundation; this year Bell Street scored the highest of any middle school in the state.

Our school also received several noteworthy accomplishments this year. In addition to maintaining our SACS accreditation, Bell Street's School Improvement Council received the prestigious Dick and Tunky Riley Award for Outstanding School Improvement Award for 2006. This annual award recognizes School Improvement Councils for exemplary achievement and civic engagement on behalf of their school. Our Science Olympiad team won the 2006 state competition for the fourth year in a row and competed in the national competition. All math teachers engaged in a partnership grant with Presbyterian College and the Milliken Trucking Company. Math teachers worked with college professors to increase their academic understanding and they worked with business leaders to increase application of math in a practical, applied sense.

Bell Street continued its implementation of several service-learning initiatives aimed at enriching our students' lives. Our Student Government Association participated in a national drive to raise funds for leukemia and lymphoma patients, and students also sponsored an annual food drive to benefit local shelters. Science students sponsored a Water Fest to expose students throughout the county to a wetlands environment in an effort to increase environmental awareness.

Together with the local community, district leadership, and a well-trained staff, Bell Street offers a unique learning environment that prepares students to become successful and active community leaders.

David C. O'Shields, Principal
Dianne Rischbieter, SIC President

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	42	243	129
Percent satisfied with learning environment	95.2%	77.0%	78.2%
Percent satisfied with social and physical environment	97.6%	74.3%	69.3%
Percent satisfied with school-home relations	69.0%	82.9%	75.0%

*Only students at the highest middle school grade level at this school and their parents were included.